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The Saturday School model for Home School Coordination was based on a 5-year development program for rural disadvantaged Delta Negroes, Ozarkan Caucasians, and non-reservation Indians. Broad objectives of the program were: (1) to develop parent education curriculum to supplement the learning experiences of the children; and (2) to develop a preschool curriculum of school-initiated activities which could be completed or repeated at home. The behavioral objectives for children were formulated descriptively in terms of expected outcomes in the areas of language, literature, numbers, self-concept, perception, and social skills. Thirty-six educationally disadvantaged, Caucasian preschool children, 35 mothers, one father, and one parent substitute enrolled in the Praire Grove, Arkansas, program, which consisted of attending school 2 hours on Saturday mornings. Preliminary test data indicated the program may have produced favorable changes in the participating children. Mean IQ scores were significantly in favor of the experimental group as compared to the control group. The Saturday School model appeared to be acceptable to low-income families as evidenced by their participation and adaptable to other groups as evidenced by the subsequent use of the model for 3- and 4-year-old Negro children and their parents. (CM)

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SATURDAY SCHOOL

Preliminary Progress Report

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SATURDAY SCHOOL

Preliminary Progress Report

SOUTH CENTRAL REGION EDUCATIONAL LABORATORY

January 1969

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Introduction

Model compensatory early childhood education programs under development by the South Central Region Educational Laboratory have been designed to meet the particular needs of three distinct subcultures. The three groups, each with a long tradition of poverty and educational failure, are the Delta Negro, the Ozarkan Caucasian, and the non-reservation Indian.

The development of model programs to meet the almost overwhelming needs of these groups has been severely hampered by the limited resources of the region. Few institutions in the five-state area train preschool teachers, resulting in a critical shortage of qualified personnel. Certification standards are yet undetermined. Three of the five states in the region do not provide financial aid to preschool programs. Until November, 1968, there were legal barriers prohibiting the expenditure of state or local funds for preschool education in Arkansas. Realistic assessment of these limitations makes it apparent that the ultimate goal of full year kindergartens will not immediately be attained, and adds impetus to the search for substitutes.

The Saturday School represents one such substitute. It is based upon the assumption that, given continual and appropriate instruction, mothers can extend and reinforce school-initiated activities at home. By doing so, they can help their children to experience learning gains approaching those which might result from a full-year program.

Broad objectives of the program were:

1) Development of a curriculum for parents focusing upon physical, emotional, social and perceptual-conceptual development of preschool children, along with specific techniques for using this knowledge to support the learning experiences of their children.

2) Development of a preschool curriculum of school-initiated activities which can be completed or repeated at home.

Literature

Recent studies in cognitive development concluded the very early years of childhood constitute the optimum time for beginning educational intervention and opportunities for development missed during these formative years may be permanently lost (Robinson, 1967). The Deutsch (1966) research emphasized the necessity of early intervention with disadvantaged groups to avoid cumulative deficits that could "permeate the entire functioning of the child." One interesting study (Bayley and Schaefer, 1964) indicated that the importance of early experiences for boys may be even greater than for girls, particularly in relationship to achievement drive and intellectual development.

The literature on deprivation indicates that the home and family, particularly the mother, are significant in the early development of the child. Bloom, Davis, and Hess (1965) stated that:

> .....studies repeatedly show that the home is the single most important influence on the intellectual and emotional development of children, particularly in the preschool years.

Deutsch (1965) emphasized the importance of parental cooperation and

involvement in reinforcing the child's experiences at school. In a 1963 study he pointed out that once parents realize that the effort of the school to help their child represents genuine interest, they too, are eager to help their youngsters learn. He found that he could reinforce children's experiences at school by helping parents to understand and carry out activities in the home.

According to Kagan and Moss (1962):

> Both theory and research have acknowledged the profound importance of the mother as a determinant of the child's behavior. She inculcates the goals and values and by so doing acts as the mediator of her culture.

Hess (1965) reported that children's failures in school were more closely related to the ways mothers use language with them than to emotional relationships, pressure to achieve, or basic intelligence. Olim, Hess, and Shipman (1965), in their examination of maternal verbal styles in relation to the child's cognitive functioning, found that mother's use of language was the mediating factor in conceptual development, and this factor was more important than either the IQ of mother or child.

Smilansky (1968) found low income families, like advantaged families, recognize a child must learn a great deal if he is to succeed in later life, and want very much for their children to succeed. The prime difference however, is that parents in advantaged groups seize every opportunity for teaching the child, believing it is right, desirable, and part of their function as parents. Low income groups, on the other hand, view themselves as parents and not as teachers. They believe a parent does not undertake additional functions.

Although the literature supports the urgency of educational programs during the early years, Riessman (1962) cautioned early intervention and successful

introduction of middle class values into less affluent subcultures may alienate children from their families while producing parental resentment and hostility toward the school.

Since parents are the first teachers, and the home the first school, thoughtful involvement of parents may provide a possible solution to the problems of disadvantage and alienation. Parental rearing and teaching styles can be modified or strengthened through instruction, as parents are helped to understand variations in physiological and intellectual development and learn to maximize learning experiences in the home. Hopefully, parental support, developed through careful home-school interaction during the preschool years, will continue to undergird and complement the efforts of the school enabling it to strengthen positive aspects of the subculture.

The home visitor is one approach to parent involvement. Often the home visitor is a professional person, but Gordon's (1967) early stimulation project demonstrated the effectiveness of using disadvantaged women to teach indigent mothers ways to enhance learning by their infants and small children. In Gordon's Home Learning Center (Siegel, 1969), a parent educator works with the mother in the home using a package of toys, and instructing her in ways to use them effectively with her child.

The Early Education Training Project in Murfreesboro, Tennessee (Gray, Klaus, Miller, Forrester,1966) involved preschool children in a ten-week preschool experience for two or more summers with a "project visitor" visiting the homes between the preschool experiences.

A Ypsilanti, Michigan preschool program developed a curriculum based on

three specific goals: To instruct mothers in (1) behavior modification, (2) cognitive development, and (3) development of internal controls and achievement motivation.

The model for the Saturday School is based on a program directed by Margaret Lipchick (Hechinger, 1966) for the Urban Service Corp., Washington, D. C., 1964. The curriculum for children incorporated nine skill areas appropriate for four and five-year olds. Mothers were helped to understand the importance of working with their children during the week to further the concepts, attitudes, and skills which are encouraged in the school. Mothers participated with younger children in block building and working with playdough, observed them in the classroom setting, and prepared art materials. Mothers of kindergarten children received parallel lessons with an explanation of the value of the activities. Social workers' observations of mother-child relationships were discussed with mothers to help them understand their children's behavior. Although the end product of the Saturday School model is "achieving children," development of the parent as a teacher is an intermediate step.

Cognitive objectives of the Early Educational Stimulation Program of the University of Georgia Research and Development Center provided a basis for the children's curriculum during model development. No counterpart was available for the parent curriculum.

The Model

The Prairie Grove model for home school coordination - the Saturday School - in now in the second year of operation. At the development site in Prairie Grove,

Arkansas, the program continues for five-year-old Ozarkan Caucasian children and their parents. New this year (1968-69) is an adaptation of the model for three-and four-year-old Negro children and their parents in Caddo Parish, Louisiana.

The Saturday School provides two hours of instruction for both parents and children, each Saturday morning throughout the regular school year, with specific suggestions to parents for reinforcing and expanding activities begun by the children at school.

Program Objectives for Parents

The parent schedule (Appendix A) is divided into four major activities: (1) overview of the children's schedule, (2) special activity for the day, (3) reaction time, and (4) book exchange.

Overview. Copies of the children's schedule are presented to the parents for inclusion in their notebooks, and the purpose of each activity is explained. Support materials used with the activity are demonstrated. Parents are encouraged to explore the suggested materials and activities, and in some instances, such as finger painting or perspective block design, to participate in them. Parent responses are discussed with each other and the staff. Home assignments are made for extending or reinforcing behavioral objectives.

Special activity. Information is presented through lecture, film, video tape, and printed materials in the areas of pre and post-natal child development; health and nutrition; perception, cognition, and concept development; fine and gross motor coordination; pre-reading, pre-number, and language skills; behavior

modification; and the development of self-esteem. Parents observe children's activities by visits to the classroom and through video tape.

Reaction time. Parents question speakers and form small discussion groups. Outcomes of home assignments are shared and solutions to problems are proposed by the group leader and other parents.

Book exchange. A wide selection of children's books is displayed on tables. Books borrowed one week are returned for exchange the next week.

The content of the parent curriculum is structured to enable parents to:

1. Explain the role of the parent as a teacher.
2. Describe the physical, emotional, and social behaviors reasonably expected at ages 3, 4, and 5.
3. Suggest behavioral limits appropriate for ages 3, 4, and 5, and ways for giving the child support in abiding by them.
4. Describe the relationship between emotion and behavior as they affect learning.
5. Recognize developmental learning stages and suggest appropriate activities for developing and reinforcing learning tasks.
6. Identify appropriate pre-reading and pre-number activities.
7. Explain the function of the senses - visual, auditory, haptic, kinesthetic, and gustatory - in concept development.
8. Explain the value of sociodramatic play and the parent's role in its development.
9. Explain the relationship of nutrition to intellectual growth and school achievement, and suggest a variety of nutritious between meal snacks.
10. Identify "useful junk" and suggest creative activities for children utilizing it.
11. Demonstrate skill in telling or reading stories to small groups of children.

Program Objectives for Children

The curriculum for children is designed to compensate for the lack of environmental experiences which is often common to rural America. Curriculum emphasis centers on pre-reading skills, number concepts, language facility, and self-esteem. Time is schedules (Appendix A) for (1) exploration, (2) socio-dramatic play, (3) structured play with three dimensional materials, (4) choral reading of nursery rhymes and finger plays, (5) improving visual, tactile, and auditory discrimination skills, (6) motor development, and (7) self expression through art.

Behavioral objectives are stated descriptively in terms of expected outcomes in the areas of language, literature, numbers, self-concept, perception, and social skills.

In the area of language, the child:

1. Has a listening and speaking vocabulary which includes the reading vocabulary of first grade readers.

2. Uses complete sentences to express himself orally.

3. Sings at least 10 children's songs with a group.

4. Names the areas found in some houses: kitchen, bedroom, living room, bathroom, roof, porch, floor, wall, door, windows, ceiling.

5. Names and identifies, according to use, various furniture and equipment: chair, couch, table, bed, rug, chest, range, refrigerator, washer, table settings, kitchen utensils.

6. Recognizes and names construction materials: wood, stone, brick for building homes.

7. Explains simple maps of the classroom and school.

8. Names and gives the common color of the following foods: orange, apple, banana, grapes, lemon, peach, cherries, strawberries, blackberries, corn, cabbage, fresh beans, dried beans, potato, tomato,

turnip, greens, onion, milk, butter, cheese, bread.

9. Explains the types of clothing worn in different seasons, weather, and why.

10. Explains that some plants grow from seed and others do not (strawberries and potatoes). Names the parts of the plant: root, leaf, stem, flower, fruit.

11. Recognizes and names different seeds and tells the plant it produces: acorn, bean, corn, apple, pumpkin.

12. Names familiar animals and classifies them as pets, farm animals, wild animals.

13. Visually recognizes and names many common pets: dog, cat, rabbit, parakeet, turtle, goldfish, snake.

14. Describes the food and housing of pets named above.

15. Contributes verbally to small group discussions designed to encourage language interchange.

16. Names and identifies from pictures common wild animals of the region: wolf, fox, rabbit, squirrel, groundhog, snakes, frog, toad, raccoon, 'possum.

17. Tells the food and general living habits of the above named animals.

18. Names and identifies farm animals from pictures: cow, horse, donkey, pig, goat, sheep, chicken, duck, goose, turkey.

19. Names the members of animal families: rooster, hen, chick...

20. Tells the product of each animal: meat, eggs, leather, labor...

21. Names and recognizes visually and by pictures birds common to the area.

22. Explains birds hatch from eggs, and describes the nests.

23. Explains what these birds eat: seeds, worms, insects, bread.

24. Explains birds halp man by eating weed seeds and destructive insects.

25. Names and recognizes visually or by picture insects common to the area: wasps, mud dauber, fly, ant, butterfly, bee.

26. Explains some insects help man by pollinating flowers.

27. Points to and names the direction of the rising and setting sun.

28. Names the four seasons.

29. Explains summer weather is warmer than winter weather; spring returns green leaves and flowers; fall weather colors leaves and brings frosts and death to many plants.

30. Identifies different types of weather: warm, hot, cold, rainy, cloudy, clear, dry, windy, snow.

31. Knows the sun is the source of the earth's heat, and explains warmth and light are essential for plant growth.

32. Explains temperature changes are measured by a thermometer.

33. Explains water is necessary for plant growth and lack of water causes desert areas.

34. Explains the stars are scattered in space (the sky) around the earth.

35. Demonstrates the earth is a sphere (has a rounded shape) and can explain that rotation causes night and day.

In the area of literature, the child:

36. Identifies the characters and plot of 20 well known children's stories and rhymes.

37. Places in proper sequence at least four frames of a story and "reads" the story or rhyme.

38. Infers and describes the feelings of characters when presented a story, song, or situation.

39. Pantomimes or dramatizes familiar stories.

40. Participates in choral reading.

41. Listens to stories attentively for 10 minutes.

42. Uses art media as a means of expression.

43. Says the pledge to the flag.

44. Recognizes the "Star Spangled Banner" and stands when it is heard.

45. Explains the origin and activities of holidays such as Washington and Lincoln's birthday, Easter, Halloween, Thanksgiving, Christmas, New Year's Day, Valentines, Mother's Day, Father's Day, Independence Day.

In the area of numbers, the child:

46. Counts orally by ones to 30.

47. Correctly matches number symbols with the same number of objects to 10 objects.

48. Writes numerals to 10 and reads numerals to 20.

49. Tells what whole number comes before and after a whole number, or between two whole numbers to 20.

50. Responds to and uses ordinals first through tenth.

51. Correctly uses the following terms of correspondence and seriation with reference to size or quantity: same, more than, less than; larger, smaller; more, fewer; smallest, largest; first, middle, last.

52. Names and values the following coins: penny, one cent; nickle, five cents; dime, ten cents; quarter, twenty-five cents.

53. Names the one and five dollar bills.

54. Explains the relationship between coins: dime is more than a nickle; a nickle is more than a penny.

55. Correctly uses the terms: morning, noon, afternoon, evening, night.

56. Demonstrates a calendar is a way of telling time and finding the day and date of particular occasions: birthdays and holidays.

57. Explains time,as shown on a one-year calendar, is divided into days, weeks, months.

58. Names the numbers, hour hand, and minute hand on the clock.

59. Correctly names a foot ruler, yard stick, and tape measure, and demonstrates how they are used for measuring.

60. Explains one dozen is composed of twelve objects, and one-half dozen is six objects.

61. Correctly names and draws: circle, oval, square, triangle, rectangle.

62. Correctly uses the following spatial-temporal terms: above, below, beside, before, after.

63. Arranges and rearranges sets of objects to illustrate addition and substraction facts through ten.

In the area of self concept, the child:

64. Tells his full name, birthday, age and guardian's names.

65. Recognizes himself and others as individuals.

66. Names persons living in his home and identifies their role: Mother, Grandmother, Sister...

67. Names parts of his face and body.

68. Dresses himself: ties shoes, buttons, laces, zips.

69. Takes care of personal property.

70. Puts away toys and materials when finished with them.

71. Explains reasons for simple health habits:

    a. Wash hands before meals
    b. Brush teeth after meals
    c. Keep hands out of mouth
    d. Get sufficient sleep
    e. Play in the fresh air and sunshine
    f. Eat a balanced diet

72. Tells his own weight, eye and hair color, age and sex.

73. Names the major sources of family income for his community.

In the area of perception, the child:

74. Visually selects words, shapes, and colors which are the same, or different, when provided an appropriate assortment.

75. Recognizes his name in print, and knows the letters.

76. Identifies words which begin with the same consonant sound by sound.

77. Identifies words which rhyme and do not rhyme with a given word.

78. Habitually reads from left to right when "reading" a series of pictures, or turning pages in a book.

79. Consciously listens to instructions, explanations, or stories.

80. Follows simple three step directions with reasonable accuracy.

81. Handles and holds books, pencils (crayons) and paper correctly.

82. Draws a series of parallel lines on chalkboard with chalk or on paper with crayon.

83. Draws from left to right to connect two like figures or colors when instructed to do so.

84. Identifies from a series and draws a line under a selected object or figure when instructed to do so.

85. Uses scissors to cut along a simple curve or straight line.

86. Prints his name using upper and lower case letters.

87. Beats 4/4, 3/4 time with reasonable accuracy when music is played.

88. Pantomimes or freely expresses feelings to different music moods.

89. Marches, tip toes, runs, skips, with reasonable accuracy to music rhythms.

90. Moves to left or right on command while in circle of children.

91. Identifies by name the colors: red, blue, yellow, green, purple, brown, black, orange, white.

92. Correctly describes textures as perceived by touch: rough, smooth, hard, soft, sticky, fuzzy, sharp, silky.

93. Matches pictures and line drawings of sphere, cube, cylinder and cone with the solid object.

In the area of social skills, the child:

94. Demonstrates social skills: listens to others, takes turns speaking and playing.

95. Imitates different behavior patterns through make-believe in action, words, and sociodramatic play.

96. Frequently works individually at "reading" books, building block designs, assembling puzzles and similar activities for as long as fifteen minutes.

97. Behaves courteously with children at snack and play time, and toward adults.

Implementation

The Home School Coordinator visited the homes of educationally disadvantaged preschool children two weeks before the program began to explain the program's purposes. Mothers were informed that some materials would be provided for at home use, and that others, such as children's books would be loaned to them. Mothers agreed either to accompany their child each Saturday or send a parent substitute. Provisions were made for a well equipped, supervised nursery for older and younger siblings whose parents participated in the program. Thirty-six children, 35 mothers, one father, and one parent substitute enrolled.

Primary level teachers and aides from the school system extended their work week, adding three hours on Saturday morning, two hours with the children and one hour for staff development and program evaluation. Prior to the initial Saturday session, teachers, aides, and the Home School Coordinator participated in an intense three day workshop on preschool education.

The program began the last Saturday in October, 1967, and continued for 26 Saturdays through May, 1968, following the regular school year - a total of 52 school hours.

The model was adapted to three and four-year-old children and their parents

in September, 1968 because of the promise of kindergarten programs in the near future and the apparent need for earlier intervention.

Evaluation

Evaluation of the model is based on the premise that critical affirmation of the value of the Saturday School rests with (1) the child's continuous school achievement, (2) feasibility of the model, and (3) its ease of implementation in other communities.

School achievement

The design of the five year plan (Appendix B) included provision for gathering baseline data during the first year on the population of the primary grades at the development site and in a neighboring community, for the purpose of future comparisons in following the experimental group through grade four. The research design provided for (1) comparison between the experimental and control groups, and (2) between the combined experiemntal and control groups and the remaining first grade population.

No written materials were available when the program began; the curriculum was nebulously conceived. Behavioral objectives for children and parents were refined as the program progressed during the 1967-68 school year. No formal effort was made to assess changes in the participants during the first year of the program.

Formal evaluation of the effects of the first year program on children was begun in September, 1968. Children were tested on site at their entering elementary school, by the same group of evaluators.

Testing materials

An examination of the literature concerning measures of development of preschool children revealed that two standardized test measures, the Wechsler Intelligence Scale for Children (WISC) and the Peabody Picture Vocabulary Test (PPVT) had been used as diagnostic instruments in previous studies (Deutsch, 1967, Anderson, 1968). These instruments were chosen as gross indicators of the overall effects of the program.

The Pre School Self Concept Test (PSSCT) was introduced to assess the effect of the program on self-esteem.

A staff-developed attitude scale administered to the parents of the second group of children in September, 1968, will be repeated in May, 1969. An achievement test of criterion tasks, currently under development, will also be used with these parents in May.

Subjects

The population of the Ozarkan region of northwest Arkansas is predominantly rural and Caucasian. Less than one percent of the region is non-white.

Thirty-six Caucasian five-year-olds were enrolled in the Saturday School. Twenty-one of the 36, or 58 percent, were considered to be disadvantaged on the basis of OEO and ESEA Title I guidelines. Thirty children, designated as the experimental group, entered school in September, 1968. These were compared with 32 children of similar socio-economic level.

Testing procedures

The WISC, PPVT, and PSSCT were administered during September, 1968, to the experimental and control groups as they entered first grade.

The t-ratio was applied to test the significance of the difference between means of the entering first grade experimental and control children. A significance level of .05 is assumed to indicate program effects.

Analysis of the Data

A summary of the data is presented in Table I. (The full array is included in Appendix C.) According to the instruments used the experimental and control group were significantly different in IQ scores as they entered first grade, but not significantly different in self-esteem.

Program effects on first grade achievement are yet to be determined.

Feasibility of the Model

Criteria of feasibility require answers to the following questions:

1. Is it acceptable to low income groups?

   A six item questionnaire completed by parents indicated all felt that their child had benefited from attending the Saturday School program. They all recommended that it be continued next year.

   Behavioral changes recognized by parents were primarily in the areas of social skills and acceptance of responsibility.

   Parents recommended that more time be allocated next year to mental and physical development of children and discussion of homework assignments.

2. Will parents attend the program?

   Average Saturday morning attendance was 80%.

3. Will parents complete home assignments?

   Sixty percent of the home assignments were returned for discussion and inclusion in the child's permanent folder.

4. Does administration of the program require a reasonable amount of time?

   Three hours are required of the staff on Saturday morning.

TABLE 1 EFFECTS OF SATURDAY SCHOOL PROGRAM

	Experimental (N=30)	Control (N=31)	Difference	Significance
WISC				
Tot Verb IQ	101.3	98.9	2.4	n.s.
Tot Perf IQ	102.0	95.2	7.0	.05
Full Scale IQ	103.8	97.0	6.8	.05
PPVT				
Tot IQ	106.0	98.9	7.1	.05
PSSCT				
Tot	17.0	17.3	-0.3	n.s.

The time required for an aide to maintain pupil folders and prepare materials for two classrooms is one and one-half days per week.

Implementation of Other Communities

The model is undergoing successful adaptation with a different population in another part of the region. (See Appendix D).

Summary

The Saturday School model for Home School Coordination has completed the first year of a planned five-year development program. Appropriate behavioral objectives have been identified and the supporting curriculum has evolved.

Preliminary test data indicate the program may have produced favorable changes in the participating children. Mean IQ scores were significantly in favor of the experimental group when compared to the control group.

The model appears to be acceptable to low income families as evidenced by their participation; and adaptable to different populations and communities as evidenced by the downward extension of the model to three-and four-year-old Negro Children and their parents.

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APPENDIX A

SAMPLE DAILY SCHEDULES

PRAIRIE GROVE APPENDIX A

CHILDREN'S SCHEDULE

March 8, 1969

TIME	ACTIVITIES	Language	Literature	Numbers	Self-Concept	Perceptual Skills	Social Skills
9:00	Exploratory period: Use part of this time to cut out yellow jonquils or tulips. Print child's name for name tag.					85 75	
9:25	Song: "The Hokey Pokey" (form two groups) Calendar Study: Sept.-Oct. Nov.-Dec. Jan.-Feb. March (Saturday the 8th)	3		56			
9:35	Group I: Color and seriation Provide each child with three cubes each of the colors Yellow, blue, red. Say: "It's time to start our game; let's start." Count the cubes in each color (start with the yellow). Elicit comment: "We have the same number of each color." Cooperatively build one wall at the center of the work area: First we place all the yellow cubes in a line (Each child lines up his own cubes) Second we place all the blue cubes on top of the yellow cubes. Last we place the red cubes on top of the blue cubes. What did we do first? What did we do second? What did we do last? Who wants to be first to name the colors? Who wants to be second? Let's close the straight line and make a fort. (Make an oval.)			51 50			9 93
	Group II: Self concept "We're going to talk about ourselves and our families. Let's start." 1. Give each child his "identity card." Help him add to his name and birthday: age sex hair color eye color people who live with me						

PRAIRIE GROVE

APPENDIX A

CHILDREN'S SCHEDULE

March 8, 1969

TIME	ACTIVITIES	Language	Literature	Numbers	Self-Concept	Perceptual Skills
	2. What kind of house do you live in? Look at pictures of houses made from brick, stone, wood. Group pictures with the building materials. Which one is like your house?	15 43				
	3. What kinds of rooms are in houses? What do we do in these rooms?	4				
	(Use doll house with furnishings, including oval rugs cut from felt. Do not be concerned with naming furnishings.)					
	"It's time to stop. Let's stop."					
9:50	Song: "If You're Happy, Clap Your Hands" Silver Burdette, Making Music Your Own, K, page 101 Record IV, side 2	3				
	Rotate groups					
10:10	Restroom break				71	
	Snack: Orange juice and banana (color yellow)					91 9
	Outside if weather permits Inside - Activity record: "Rhythms for Today", Bowmar					
10:30	Finger paint, yellow only While children are finger painting, work with small groups using oval templates. Trace in the air first, then at the chalkboard, then at the desk using beginners pencils. Use terms "vertical" oval, and "horizontal" oval. What else is the shape of the oval? (watermelon, rug....not egg)			61	91	
10:55	Book, Papa Small, Lois Lenski		36			

PRAIRIE GROVE SATURDAY SCHOOL
Parent's Schedule
March 8, 1969

Materials

Children's Schedule
Perceptual Development paper from last week's special activity, Jane Lunsford and Ron Thomas NASEC
Artificial flower - yellow, for your child
Yellow food color
Cardboard, saws, dowels, latex paint, brushes or rollers

Home Assignment

1. CONCEPT: Yellow. Emphasize this color in foods, (margarine, eggs), clothing, spring flowers, towels... Fill a clear glass or bottle with yellow tinted food color and place in a sunny window or over the kitchen sink.

2. CONCEPT: Family. Describe the work or activity of each member. Tell the children about things that happened when you were their age - to you, your family. Encourage "Let's pretend" in family settings. (Pretend you are the Daddy/Mother coming home to take me to town and you told me to be ready to go and when you get here I'm not ready and you...)

3. CONCEPT: Identification Help your child to know the names of his parents, his age, sex, eye color, hair color, and birth date - month, day, year.

4. CONCEPT: Seriation (ordering) Start with the same amount of milk, dry beans, pieces of candy...Add more than, and less than.

"Order" the children - first child, second, third...
"Order" activities -
First, we take a bath,
Second, we put on pajamas,
Third, we turn out the light or we get into bed,
Fourth, you read us a story...

First, we peel the potatoes,
Second, we cut the potatoes into pieces,
Third, we cook them,
Fourth, we mash them...

Coffee break

Special Activity

Cardboard Carpentry - We will make a study desk and book storage area from cardboard.

Children's Book Exchange

"If You're Happy"

Making Music Your Own , Page 101
Record IV, side 2

If you're happy and you know it, clap your hands;
If you're happy and you know it, clap your hands;
If you're happy and you know it, then your face will surely show it;
If you're happy and you know it, clap your hands.

PRAIRIE GROVE

CHILDREN'S SCHEDULE

March 15, 1969

TIME	ACTIVITIES	Language	Literature	Numbers	Self-Concept	Perceptual Skills	Social Skills
9:00	Exploration period; print name on green shamrock for name tag.					75	
9:20	Song: Form two groups, "The Postman", Making Music Your Own, Record V, side 1, I, page 123						
	Calendar Study: Sept.-Oct.; Nov.-Dec.; Jan.-Feb.; March (Saturday, March 15, add to calendar) St. Patrick's day wear green.			56			
9:30	All One Group: Workers we know; Where we get our money						
	Instructo kits "Community Helpers"				65		
	"Community Workers"				73		
	Conversation--	15					
	Who is this?						
	What does he do? Where does he work?						
	Who works at your house?						
	Who is beside the (policeman)? (fireman)? (below), (above)			62			
	What does he do with the money he earns?						
9:45	Divide into two groups: (1) magazines, (2) templates						
	Magazine I						
	Look through magazines to find a community helper.				85		
	Cut out and paste on green paper, take home,				91		
	Help child print his name at upper right corner.				86		
9:55	Rest room break						
	Snack: green ice cream in cones				91	96	
	green napkins						
10:10	Choral reading: "Mister Policeman", Make Music Your Own K, page 9, Record 1, side 1	1	40				

PRAIRIE GROVE

CHILDREN'S SCHEDULE

March 15, 1969

TIME	ACTIVITIES	Language	Literature	Numbers	Self-Concept	Perceptual Skills	Social Skills
10:15	Templates II Winterhaven: Oval and circle 1. Trace inside with finger. 2. Trace with beginners pencil. 3. Draw line from left to right on chalkboard to connect like figures. 4. Form a circle and then an oval by placing thumbs together and forefinger together. 5. Draw a circle without the template. 6. Draw an oval without the template. 7. Game: close your eyes and feel the shape. What is it?			61		83 74	
0:30	Children will meet and talk with a policeman and a fireman in their room.				65		
0:50	All outside to look at police car and firetruck.						

PRAIRIE GROVE SATURDAY SCHOOL
Parent's Schedule
March 15, 1969

Materials	Children's Schedule Physical and Motor Development, Myrna Mathews (This is in your handbook) Red and yellow yarn and shelf paper
Home Assignment	Read through the information on physical and motor development. Refer to "Awareness Test", page 1. Play "Simon Says" with your children, and include the older ones to serve as models. Make notes directly on your paper in areas where you have questions. Repeat the activity on page2, part 2: report what you find interesting about your child's ability to follow. Name the movement or activity as you do it. Let him be the leader and call the activity while you follow him. Refer to page 3, number 2. Tie red yarn on one shoe and yellow on another. Place small 4" x 4" pieces of the red and yellow paper on the floor for stepping stones. Rule: red on red; yellow on yellow. Cross the cross the colors so he must "step across." Can he call the color as he steps on it?
Special Activity	Myrna Mathews speaks on "Motor Development".
Coffee Break	
Reaction Time	Ask for demonstrations in areas not clear to you.
Children's Book Exchange	

"The Postman"

Making Music Your Own, K, Page 123
Record V, side 1

Someone's coming,
Can it be the postman?
Yes, he's coming
He's bringing something
"Mister Postman, look and see
If there's anything for me."

"Mister Policeman"

Making Music Your Own, K, Page 9
Record 1, side 1

Mister Policeman, how do you do?
Please may I go along with you?
You stop the cars to let me through,
Please, may I cross the street with you?

APPENDIX B

FIVE YEAR PLAN

FIVE YEAR PLAN

	FY 1968	FY 1969	FY 1970	FY 1971	FY 1972	FY 1973
Outputs		Statement of Behavioral Objectives, Parent Handbook (preliminary)	Installation package K-level	Handbook for parents of pre-school children revised and expanded	Installation package pre-K and K-level complete	
Milestones	Program development begins	Assess effects on grade 1 achievement	Preliminary development complete K and pre-K	K-level evaluation complete	Pre K-level evaluation complete	
		Complete baseline data collection	Assess effects on grades 1 & 2 achievement	Assess effects on grades 1,2,3 achievement	Assess effects on grades 1,2,3,4 achievement	
Cost	$42,500	$65,000	$70,000	$65,000	$60,000	$45,000
Type of Activity Stage	Development K-level	Development K and Pre-K levels	Parent Handbook Revision Field test, K-level. Diffusion, K-level. Development, Pre-K level.	Demonstration K-level Field test Pre-K level	Demonstration Pre-K and K-levels Diffusion	Demonstration and diffusion Pre-K and K-levels including parent program

APPENDIX C

ARRAY OF DATA

Comparisons of Entering First Grade Children (September, 1968)

	Experimental (SS)		Control (NSS)			
	$\bar{X}$	SD	$\bar{X}$	SD	df	t
WISC						
Inf RS	6.67	1.47	6.23	1.63	59	1.11
Inf SS	9.27	2.36	8.35	2.58	59	1.45
Comp RS	8.17	3.15	7.32	3.56	59	0.99
Comp SS	12.20	3.83	10.94	4.14	59	1.23
Arth RS	4.53	1.17	4.06	1.44	59	1.40
Arth SS	10.23	2.54	9.03	2.71	59	1.78
Sim RS	5.83	3.33	5.06	2.77	59	0.98
Sim SS	11.70	4.24	10.48	3.84	59	1.18
Voc RS	18.17	6.99	19.26	6.29	59	-0.64
Voc SS	10.17	3.73	10.39	3.33	59	-0.24
Tot Vbl RS	43.37	11.65	42.29	11.76	59	0.39
Tot Vbl SS	53.70	11.01	49.16	12.17	59	1.53
Tot Vbl IQ	101.30	21.95	98.94	15.37	59	0.49
Pict Cpl RS	7.73	1.74	7.03	2.26	60	1.35
Pict Cpl SS	11.13	2.53	10.25	3.01	60	1.25
Pict Arrg RS	11.47	7.71	10.00	8.65	60	0.71
Pict Arrg SS	10.57	3.06	9.44	3.93	60	1.26
Bl Ds RS	5.40	2.61	5.28	3.69	60	0.15
Bl Ds SS	9.93	2.61	9.41	2.35	60	0.83
Ob Assbl RS	12.47	4.92	10.59	5.53	60	1.41
Ob Assbl SS	10.23	2.80	9.03	3.06	60	1.61
Cod RS	28.20	9.21	24.75	10.04	60	1.41
Cod SS	9.57	2.66	8.41	2.87	60	1.65
Tot Perf RS	64.93	16.92	57.66	22.00	60	1.45
Tot Perf SS	51.43	8.39	46.53	11.00	60	1.96*
Tot Perf IQ	101.97	11.67	95.16	15.43	60	1.95*

Comparisons of Entering First Grade Children (September, 1968) Cont.

	Experimental (SS)		Control (NSS)			
	$\bar{X}$	SD	$\bar{X}$	SD	df	t
WISC						
FS RS	109.37	28.02	100.06	31.23	59	1.23
FS SS	105.13	15.92	95.84	20.97	59	1.95*
FS IQ	103.77	11.49	97.03	15.18	59	1.95*
PPVT						
RS	61.37	6.41	58.72	5.97	60	1.69*
IQ	106.03	13.47	98.91	12.14	60	2.19*
PSSCT						
Sum RS	5.60	1.63	5.66	1.76	59	-.14
Ideal RS	6.03	1.43	5.71	1.81	59	-.76
Value RS	5.40	2.55	5.87	2.45	59	-.74
Total RS	17.03	4.06	17.26	3.61	59	-.23

*t for a one tailed test, sig. .05 level

APPENDIX D

ADAPTION OF THE SATURDAY SCHOOL MODEL

The Saturday School in Caddo Parish, Louisiana, an adaptation of the model developed in Prairie Grove, Arkansas, contains elements of both field test and development. The rather extreme contrast in the two populations has necessitated much adaptation of content and approaches used.

The Saturday School in Caddo Parish, Louisiana is operated in Northside Elementary School, one of the three all-Negro elementary schools in the five square mile Cooper Road area on the northeast outskirts of Shreveport. There is no industry within its boundary, and no parks. There is one all-Negro Junior-Senior high school in the area, and Southern College opened a junior college there in the fall of 1967.

A few Caucasian families reside in the area, but the great majority of the 14,000 residents are Negro, and the area immediately surrounding Northside School is entirely Negro. There are 2,000 homes, averaging four or five rooms each, and the average household has six persons.

The majority of families in the area are one-parent families. Employment opportunities are limited, with about 35 percent of the heads of households currently unemployed. Of these, about one-third are between the ages of 17 and 25, and approximately 90 percent of those persons who are employed are in unskilled occupations such as construction or domestic work in private homes. The average grade level of adults in the area is 4.8.

The 38 children enrolled in the Saturday School are all Negro. Upon enrollment in the program, the children were equally divided according to sex and age. Children had to be either three or four years old by October 5, the

opening date of the program. An attempt was made to enroll equal numbers of boys and girls, with ages distributed fairly evenly across the total age range. None of the children are enrolled in any other type of preschool program during the week. Twenty of the children are from one-parent homes, and all participating families earn less than 3,000 dollars per year. No child who had major physical or mental handicaps was admitted to the program.

The Saturday School adaptation has used the basic elements of the original model. The parents, the children, and the home visitor are the three vital components of the Saturday program. "Parent" refers to a person who has primary responsibility for the care of the child. This person is usually the mother, but may also be a father, a grandmother, a great-aunt, or an older sister.

As designated in the model, parents and their preschool youngsters come to school and meet separately for two hours on Saturday mornings. The activities of the parents and children are coordinated so that the parent knows the kinds of experiences his child has had on any given Saturday, and is instructed in ways in which he may extend these activities at home during the week. When possible, parent and preschool curriculum materials developed in the Prairie Grove activity have been adapted for use in Caddo Parish.

The primary objective for the parents in the Saturday School is the development of skills and understandings that will enable them to teach their children at home, thereby supplementing the child's brief school experiences on Saturday morning. The curriculum for parents is presented through films, lectures, literature, and discussions. Consultant specialists in child development, nutrition, and medicine make presentations and talk informally with the parents.

The latter experiences were begun late in the year because of the parent group's early reluctance to interact with "outsiders".

The parents in this site differ in many ways from those at Prairie Grove. They are far removed from the image one gets of the Prairie Grove group as eager, talkative, open, and desiring expansive knowledge in child development and related fields. In the beginning of the program they were unable to interact with each other, much less with consultants who were strangers to them and their world.

The first few weeks of the program brought little response from the parent group. When the Home Visitor, who coordinates and plans the supplementary parent activities, asked for questions or comments, there was dead silence. Occasionally a comment would be made, usually irrelevant to the topic at hand. Gradually a change has come over the group. After five months the parents interact quietly but freely with one another. They are better able to accept suggestions for "homework" with their children and to feed back information on the results of such interaction with their youngsters in group discussion the following week.

The primary goal of the children's curriculum has been language development. The needs of the three and four-year-old Negro youngsters enrolled in this school differ greatly from those of the five-year-old Caucasian children at Prairie Grove. In all areas of the curriculum (which varies only slightly in its overall outline from Prairie Grove) emphasis has been placed on correct pronunciation, labelling of objects, and speaking in complete sentences.

Pretesting, using three standardized instruments, was carried out in

October and November. All children were tested with the Slosson Intelligence Test and the Peabody Picture Vocabulary Test. The Leiter International Performance Scale was used with a small sample. Posttesting will be done in April and May.

The same instruments were used to test children in the weekday Early Childhood program that operates in the Northside School and a control group in a nearby Day Care Center. Comparisons will be made among the three groups.